

STRATEGIES TO IMPROVE THE TEACHING QUALITY OF REMOTE TEACHING

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Abstract

With coronavirus pandemic wreaking havoc in most sectors of the economy, especially in the education sector, the focus has greatly shifted to online or remote teaching to enable students to continue their education. But the primary concerns are based major on the below questions: What role will the teacher play in remote teaching? How will the learning outcomes of the students be improved and assured in remote teaching and learning? How will the teacher establish interaction and effective communication with their students when there is a lack of face-to-face instruction? How will the teacher motivate his or her students in a remote teaching environment? This study paper will analyze various strategies that can be used to improve the teaching quality in remote teaching. Some of these strategies include: Allowing the students to take some level of control, the teacher should show his or her face, make efficient use of group communication, teachers should record lecture content, give the students specific instructions, set boundaries and schedule, utilize the available help and Teachers should automate their teaching content. A recommendation will be given to ensure that the quality of remote teaching is attained.

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Chapter 1: Introduction

Teaching systems around the globe are facing a daunting challenge or task following the closure of schools in response to the Covid-19 protocols. These actions are mainly to curb the spread of the pandemic. Many schools have resorted to remote teaching to make sure that there is a progression of curriculum-based learning and teaching for all the students, but even this has its own share of challenges that need to be addressed. In partnership with civil societies and various private sectors, government agencies will look for various strategies to improve remote teaching quality (Darling-Hammond et al., 2017).

Scaling up or establishing remote teaching strategies is important and can act as a revelation to the sudden interference of teaching processes due to the closure of schools as a result of the Coronavirus pandemic. The strategies being proposed in this project is driven by a desire to achieve inclusion and equity while at the same time ensuring that the delivery and design of teaching will not upset the current social and educational inequalities. However, these strategies should always be driven by both long-term and short-term teaching goals (Landry et al., 2017). In addition to tackling the current pandemic, these strategies offer some valuable lessons to teachers and act as a foundation for the implementation of longer-term goals that are flexible, open, and inclusive for all teaching processes.

Online programs have increasingly become a go-to platform for most learners and teachers. Teaching remotely requires a different approach to that of the brick and mortar institutions; therefore, it is essential for teachers to develop and adapt to various skills needed for quality remote teaching. Some of these strategies include teachers engaging with their students online. By establishing or offering a virtual presence, teachers are able to support and engage

their students in various online courses and programs. This engaging approach allows the students to feel comfortable knowing that their teacher is both available and visible.

Furthermore, the teacher will provide or offer feedback to the students online. Feedback is usually a very important component or cog of effective and quality teaching. By providing feedback, the teacher is able to create an online environment that is engaging, motivating, and informative to the student (Whalen., 2020). The feedback offered should always be frequent to ensure that the students' progress is continuously being monitored. This will help the learners' identify their strengths and weaknesses. They will then use their strengths as a motivating factor and improve their weaknesses.

Problem Statement. Due to the ongoing pandemic, schools now face an unprecedented task of offering quality teaching and learning programs to the students. The problem will be to identify various strategies that could be used to improve the quality of remote teaching.

Purpose of the Study

The purpose of this study will be to analyze various strategies to improve the teaching quality of remote teaching. The paper will examine different teaching and learning platforms that can be used to improve online teaching. Furthermore, the paper will concentrate on the readiness of various states to implement remote teaching, and this might be in the form of Technological and content readiness.

This research study outlines and identifies various strategies that can be used to improve the teaching quality of remote teaching. The discussion and identification of these strategies offer various educational sectors with a kind of information or knowledge needed to address challenges relating to remote teaching. In this way, government agencies and other civil societies

will approve various guidelines to ensure all learners' equity and inclusion. Due to the ongoing pandemic, it is very hard for teachers to offer their services to their students. Without remote teaching, all learning activities would be discontinued according to the Covid-19 protocols (Nedungadi et al., 2018).

This project is driven by the discrepancies that exist between the existing quality of teaching and what is actually desired in remote teaching. These observations may be used as a base or a background to further explore the advantages and disadvantages of remote teaching.

This project will conduct a workshop to engage different stakeholders within the education sector. The project proposes an all-day workshop but could be changed to a half-day depending on how the organizers will conduct the pre-workshop agenda. Engaging various stakeholders to discuss the future of teaching in the wake of the Covid-19 pandemic has proven to be a challenge. Hence, this workshop will be tasked with providing the necessary platform for the discussion of various strategies to improve the teaching quality of remote teaching. Decision-making about these strategies requires various people who have conflicting and diverse opinions in dialogues concerning the situation at stake, who loses, and who benefits. This workshop will offer the participants with effective and practical techniques that could be used to improve the remote teaching quality.

The workshop will accommodate several stakeholders, such as the researchers working in that particular topic, civil groups, and other collaborative groups within the education sector. This workshop will offer resources to design and model various processes to enhance or improve teaching and communication within the current projects to ensure that the desired outcomes are achieved. The participants' experience will be factored in during the entire workshop period to connect and illustrate participants' work and the techniques to be applied in remote teaching.

Chapter 2: Literary Review

Online teaching has become increasingly popular in the wake of the coronavirus (COVID-19) pandemic, and most education stakeholders believe that this form of teaching will be crucial in the foreseeable future as far as the education sector is concerned (König et al., 2020). The flexibility of online teaching and internet accessibility has subsequently made online education a darling to the education sector. Given the capabilities of remote teaching and the wide range of opportunities it offers to students, institutions, and teachers, it is not a surprise that it has become the topic of discussion among various education stakeholders (Kaup et al., 2020).

Researchers have conducted empirical studies to examine and evaluate the quality of remote teaching (Stenman & Pettersson, 2020). Findings have shown that remote teaching also faces some challenges such as technology, assessments, pedagogy, time management, and communication (Chiou, 2020). These challenges usually hinder the quality of remote teaching; therefore, several studies have been conducted to determine various strategies that can be used to improve the teaching quality of this kind of teaching (Darling-Hammond et al., 2017). Some of these strategies include:

A. Allow the Students to Take Some Level of Control.

According to Xie and Rice (2021), the success and quality of remote teaching will always depend on the readiness of the students to attend those online classes. Not all students prefer to attend remote classes (Huang et al., 2021). Most students need to be self-directed and self-motivated. Remote teachers should always be more than ready to assist such students. To help such students, they should be given some level of control over remote teaching (Perets et al., 2020). The teachers can create some remote group spaces for them and tell them to consult and support one another and then send email to the teacher directly (Olivier et al. 2021). This support

allows learners to engage in self-directed learning. In this type of learning, the students take responsibility for knowing or understanding what they are needed or required to learn, eventually allowing them to establish and dictate their various learning goals (Xie & Rice, 2021).

Moreover, research recommends allowing the students to express themselves fully (Mac Mahon et al., 2019). They should be allowed to engage in online studies or experiments out of enjoyment and curiosity, then give feedback to the teacher afterward (Mac Mahon et al., 2019). Learning out of enjoyment or curiosity helps align the teaching program with the desires of the students. This ultimately increases their concentration level, which in turn increases the level of information they can retain after they have been taught (Xie & Rice, 2021). By allowing students to enjoy themselves, the students are able to develop an added interest in those remote teaching. The teacher can ignite these interests by posing some questions to the students that can start them off in those small online groups that have been created (Mac Mahon et al., 2019). The teacher can encourage his or her students to feel free to use their preferred communication tools. Some groups will do better than other groups, but this strategy will make them feel recognized and socially supported. This process will reduce the traffic in a teachers' inbox, consequently improving the quality of teaching (Loton et al., 2020).

As pointed out by Loton et al. (2020), a teacher's remote teaching presence is always a job in progress. From various online groups that have been created, the teachers are able to offer feedback to the students easily. Successful remote teachers are those who receive feedback from their students frequently to determine what is not working and the one who is working (Xie & Rice, 2021). A vital element in developing and implementing a successful course has been how these teachers collect existing data from the students' feedback to make the necessary adjustments in online courses. If a teacher wants to improve his or her remote teaching presence,

he or she should appreciate the students' opinions (Loton et al., 2020). By engaging the students or, rather, placing the students at center stage, the teacher is able to identify what interests his or her students have and focus on delivering the right learning materials (Xie & Rice, 2021). This strategy will ultimately improve the teaching quality of remote teaching.

B. The Teacher Should Show his or her Face.

Studies have asserted that teaching videos and sessions that show a teacher's face tend to be more effective and interactive than those that simply are narrated using slideshows (Carrillo & Flores, 2020). Remote teaching is sometimes isolating in nature, and the lack of teachers' faces may make it lonelier than it has already been to the students (Loton et al., 2020). To offset this isolation or the isolating effects of remote classes, teachers should be able to regularly communicate with their students and interact with them (Kawasaki et al., 2021). This interaction between the teachers and the students will show the students that the teacher is invested and interested personally in their academic well-being (Xie & Rice, 2021). Hence, subsequently allowing the students to develop interests in that particular online course, which will boost a teacher's chances of improving or enhancing quality remote teaching (Carrillo & Flores, 2020).

As reported by Mac Mahon et al. (2019), there are various ways that the teacher can establish a human connection with his or her students in these online courses. For example, a teacher can decide to record himself or herself doing informal greetings in the morning and share them on online platforms such as SeeSaw to allow the students to respond at their convenience (Xie & Rice, 2021). This connection builds some level of good relations between the students and the teachers. Physical teaching allows the teacher to know and identify how a particular student is doing something that is difficult in remote teaching. Therefore, just the presence and the face of the teacher can help with this type of problem (Carrillo & Flores, 2020). A teacher

who is present or showing his or her face is all about building the right relationship with his or her students. If the students can see a teacher's face, they are able to trust that teacher easily and subsequently believe that the teacher is always there for them (Mahmood, 2021). During lonely times such as the pandemic period, some students do suffer or struggle emotionally and academically. That in itself can be tormenting and isolating (Ferdig et al., 2020).

A common concern raised by researchers is that students tend to feel disconnected and isolated in remote teaching (Ferdig et al., 2020). The learners should not feel as if they are always engaging or interacting with a machine or a computer. They should always see the face of the teacher or the instructor to build some level of trust. When students are able to trust their teachers, the quality of remote teaching will be improved because students will be interested in what the teacher is delivering (Carrillo & Flores, 2020).

C. Make Remote Teaching Content Mobile.

It is important to acknowledge the significance of mobile learning and teaching for remote teachers (Hilli & Åkerfeldt, 2020). Teachers and students are accustomed to the usage of mobile devices to aid in teaching and learning. Mobile learning and teaching can be beneficial to the learners or students because it allows them to access various course materials that are relevant and up-to-date from any place they might be and anytime they want to access them (Carrillo & Flores, 2020). The remote content is mainly made in a way that it can be quickly and easily digested. For example, video content should always be short. Long videos or long content can distract learners and also take a lot of time to download (Maher & Prescott, 2017). If the teacher has a lot of content to deliver, he or she is advised to record it in bits to allow for easy and quick synthesis by the learners (Carrillo & Flores, 2020). This practice enables the students

to go through these materials at their convenience, thus helping improve the quality of remote teaching, which enhances productivity and performance.

The teacher should ensure that the remote contents can be accessed easily via laptops, iPads, and smartphones (Carrillo & Flores, 2020). This will allow that teacher to maximize his or her teaching methods. By implementing mobile content, the teachers are able to show their students that they have also embraced the modern workforce of the contemporary world and the content being delivered is relevant to the current technology (Gonzalez-Gonzalez, 2020). Mobile content also allows the students to believe that all they are being taught is up-to-date, thus improving their level of interest in that particular subject and improving online teaching quality (Landry et al., 2017). With this method in place, the teacher will be confident about the level of impact his or her remote teaching skills will have on the students. Furthermore, this will help the teacher create a collaborative and more positive environment for their students to learn in (Carrillo & Flores, 2020).

D. Measure Attendance using Auto-Checking.

When a teacher tells his or her students that their involvement in a quiz will be used to determine or measure their attendance, almost all of them will comply (Oreta, 2020). One of the major challenges facing remote teaching is that It is not easy to determine what students are doing during teaching sessions. In most cases, very few students attend these sessions, which can cripple the remote teaching and demoralize the teacher. Absenteeism among students also makes a teacher's job be difficult (Maher & Prescott, 2017). But, this can be enhanced by auto-checking of attendance. Auto-checking allows the teacher to keep track of the number of students attending online teaching sessions and know those who are not following instructions.

The research done by Gonzalez-Gonzalez, (2020) has shown that students learn well when they are able to interact with their peers or other students. They can consult and help each other through those online platforms, something that can make the work of a teacher easier (Gewin, 2020). Moreover, it will also enable the teacher to advise his or her students appropriately on areas in which they can improve, hence improving the relationship between the teacher and the students. When the teacher-student relationship improves, the quality of teaching will also improve (Viegas et al., 2018).

E. Make Efficient use of Group Communication.

When teachers or instructors are in remote settings or environments where they are required to teach, they may feel the pressure of being online all the time (Jeffery et al., 2020). This pressure emanates from the fact that teachers always want to assist the students, for example, constantly being available to them. And due to the fact that they are not able to meet them physically, they tend to be online (Carrillo & Flores, 2020). When students realize that their teachers are always available any time they want them or when they are online, they tend to develop some bad habits and unrealistic expectations (Jeffery et al., 2020). The students may decide not to do an assignment because they are waiting for the reply of the teacher. The response time of the teacher may determine when that particular assignment is submitted (Maher & Prescott, 2017).

Remote teaching gives teachers the pressure of managing a class that is usually on (Jeffery et al., 2020). But teachers should always have the freedom to step away and relax. This freedom will allow them not to be available at all times to the students. The teacher can decide to set up some specific hours when he or she can be available on those learning platforms (Hilli & Åkerfeldt, 2020). Through this, he or she is able to access the teaching platforms at the specified

or appointed time and deliver his or her content. Teachers may also use these hours to interact with their students efficiently (Jeffery et al., 2020). The focus of the teacher should be to check if there are some issues affecting the students and then provide them with social support. This can be a very efficient mode of remote teaching and can enhance the collection of quality feedback (Hilli & Åkerfeldt, 2020). Online meetings between the teachers and the students should always be relaxed and optional.

F. Teachers should record Lecture Content.

When teachers record online or remote lectures, they get to participate in the groundbreaking shift in the education sector that can have a massive influence on their students (Xie & Rice., 2021). With the increase in technology, almost all students have enough pixels and bandwidth to download recordings. Some students may be sick or may be experiencing problems with their internet connections. Thus, if lecture contents are streamed synchronously, these students tend to miss a lot (Hilli & Åkerfeldt, 2020). Their frequent absences will affect the ability of the teacher to deliver his or her content easily. By recording lecture notes or content, the students who missed classes due to some unavoidable circumstances can access those notes or content when they are able to return to class (Mac Mahon et al., 2019). Thus, teachers receive quality feedback from these students on they become aware of areas they may not have understood (Hilli & Åkerfeldt, 2020). In addition, lecture recording may also help students who are not native speakers of English who may need to go through a course material slowly to grasp the concepts (Xie & Rice., 2021).

Some teachers move very fast, while other students just need a little bit of time to fully understand what is being taught in these remote classes (Hilli & Åkerfeldt, 2020).

Supplementing the teaching programs with these recordings or the recorded content allows the

students to refer to the lecture notes whenever they do not understand some concepts (Loton et al., 2020). Moreover, recordings enable a teacher to remember or not to confuse what he or she is supposed to share with the students with what had already been taught. Recordings also allow the teacher to make corrections in case there were errors during their online presentations (Stenman & Pettersson, 2020).

Furthermore, the recordings can help new teachers to know where and how to deliver some content (Whalen, 2020). When a new teacher stands in for his or her colleague, he or she should be able to anticipate what the students like and the type of questions they will ask based on the previous recordings, thus allowing the teacher to review the content and questions that were asked in the previous classes and how their teacher responded to those questions (Stenman & Pettersson, 2020). After the review, a teacher can be confident that he or she can deliver the required content.

G. Give the Students Specific Instructions.

When a teacher tells his or her students to watch online content that runs or takes more than 15 minutes, the students may become bored and eventually fail to attend these sections (Hilli & Åkerfeldt, 2020). This apathy will not only discourage the teacher but also lower the quality standards of remote teaching. Instead, the teacher should give specific instructions to the students (Stenman & Pettersson, 2020). For example, the teacher can tell them to access only parts 12.23 to 17.89 of the recordings. This specificity will not only make it easier for the students to access, but the students will also be curious to know the contents of those recordings (Hilli & Åkerfeldt, 2020).

Furthermore, when a teacher provides the students with many resources, he or she should label those resources appropriately to avoid confusion (Hilli & Åkerfeldt, 2020). Labeling will

give direction to the students on how those resources and the assignments that have been provided should be done (Stenman & Pettersson, 2020). Moreover, the numbering of resources can also help the students know what assignment to be done and the order in which they are done. Numbering will not only ease the work of the teacher but will also improve the quality of remote teaching (Stenman & Pettersson, 2020).

H. Set Boundaries and Schedule.

In any learning or teaching environment, schedules and boundaries are always crucial. Therefore, remote teaching is not different. A teacher should set up or allocate specific time or hours for him or her to establish some boundaries between the students and him or her (Kaup et al., 2020). When teachers communicate with the students about what time of day they are expected to submit their assignments and when that particular teacher will be available, they can prepare adequately. The teacher should review the calendar and block out those hours they are not available and let the students know the activities they will be taking during those hours (Stenman & Pettersson, 2020). This classroom management strategy will allow the teacher to take only specific questions during that time and respond accordingly to the questions asked. The teacher should also be able to allocate specific times when general class questions can be asked (Kaup et al., 2020).

According to König et al. (2020), the teacher should also allocate boundaries and schedules with students' parents. He or she should tell the parents of their students when they are available. If teachers are not available on a specific day or date, they should also communicate the time they will hear from them (Kaup et al., 2020). Setting or allocating these boundaries and schedules allows the parents to know the exact time they can inquire about their children's

progress, thus limiting instances of parents disrupting teaching sessions to acquire about the progress of their children (Kaup et al., 2020).

Moreover, for quality remote teaching, teachers should always be fresh so as to deliver content in a proper way (König et al., 2020). Teachers should always allocate personal boundaries between them and their students to help protect their time. In order to do this, teachers are supposed to go offline for certain periods of time so that they prevent scenarios where they find themselves teaching throughout the day without rest. Moreover, things like emails from students can distract a teacher during remote teaching. Preferably, teachers should use software applications that provide online education services. This will not only allow the teacher to spend their time delivering content to his or her students, but it will also give them ample time to relax before checking messages from their students (Kaup et al., 2020).

I. Utilize the Available Help.

According to Olivier et al. (2021), some teachers have parent volunteers or classroom aides that have been organized to assist them in remote teaching. They should make use of these helpers to ensure that they deliver relevant and appropriate content to their students. Classroom aids can help them with grading activities and can also assist them in creating worksheets (Kaup et al., 2020). Moreover, they should allow parent volunteers to create fun and interactive activities for remote students. Consequently, teachers can connect or coordinate with their colleagues to seek creative ways and ideas on how to handle a specific lesson remotely (Olivier et al., 2021). There are normally very many people or individuals who are ready to assist students and teachers to succeed; hence by allowing them to contribute, the quality of remote teaching will ultimately improve (Hodges et al., 2020).

Consequently, when different teachers share online content, they are able to identify various areas of concern or that their students might be experiencing difficulties. Collaboration among teachers builds good relationships among the teachers, but it also allows the teachers to be free while teaching; hence, this encourages innovation. When a teacher receives a tip on how a particular subject or course should be done or how some particular students should be handle, he or she will not only strive to use those tips to improve the performances of his or her students but will also try to be creative while delivering his or her contents (Olivier et al. 2021). Remote teachers can also challenge each other and ensure that they perform or teach using the right course contents. Various teachers can rotate or rather take turns while teaching a given remote or online classes. This will allow the students to listen to different teachers who have different skills, thus making them be equipped with a lot of information.

Furthermore, when students listen or are taught by various teachers or qualified personnel, their chances of becoming bored are always minimal (Olivier et al., 2021). They will always be curious to want to know who will be teaching and the quality of content that that particular teacher will deliver. Curiosity will always make them want to attend all the online classes, thus boosting their chances of performing well (Hash, 2021). In the end, this will ease a teacher's work and give him or her time to prepare adequately for subsequent classes. Hence this strategy will not only improve the quality of remote teaching but will also improve the teaching performances of the teachers concerned.

J. Teachers should Express their Feelings.

The emotional openness of a teacher is always an excellent instructional strategy (Mac Mahon et al., 2019). This is particularly crucial in a remote learning environment. The teacher should always be open to tell his or her students that that was his or her first time handling online

classes if that is true. In addition to that, teachers should tell their students that they, too, are there to learn. This will make the students feel free while expressing their opinions. By encouraging their students to assist them, they are building a good rapport between themselves and their students. The teacher should explicitly ask for help from the students while also giving them assurance that they will do their best to ensure that they deliver the necessary contents (Mac Mahon et al., 2019). This will allow the students to be sympathetic and try to make those online sessions as friendly as possible to their teachers. This strategy can bring great success as far as remote teaching is concerned.

When a teacher builds an emotional connection with the students, the students will always want to attend those classes (Xie & Rice, 2021). Students study well in situations where they are allowed to be creative, and because in this case, the teacher also is ready to learn, these sessions will be not only enjoyable but also innovative. Students will be free to express their ideas and opinions hence, gathering a lot of information. When there is a lot of information or online content to be learned, teaching becomes to the teachers (Fauth et al., 2019). They are able to cover a wide range of topics, thus building their teaching confidence which will ultimately improve their teaching performance and the performance of their students.

K. Teachers should automate their Teaching Content.

While there exist challenges and disadvantages of remote teaching, there exist many benefits. Remote teaching allows the teachers the chance to automate their content (Ferdig et al. 2020). A teacher can prepare readings, video contents, discussion questions, and assignments before their teaching sessions start. This time advantage allows them to have ample time to teach and help their students to develop their talents and skills, ultimately playing a part in their improvement (Olivier et al., 2021). Preparing or having online content allows the students to

know what they are supposed to study before those teaching lessons begin hence, allowing the teachers and students to be on the same page during the remote teaching session.

Automated content allows the students to be proactive (Oreta, 2020). They can access teaching content even when their teachers are not available. They do not have to wait for their teachers to read; rather, they can take it upon themselves to ensure those contents without the help of the teacher. After going through those materials, teachers then encourage the students to provide feedback and ask questions. The materials will also allow the teachers to respond to those questions and feedback appropriately; thus, this will improve remote teaching quality (Olivier et al., 2021).

Moreover, online or remote content saves the time of the teachers (Maher & Prescott, 2017). This content allows the teachers to automate and upload their lesson or course plans early. When these plans are posted early, it allows the students to access them early (Darling-Hammond, 2017). This will make a teacher's work easy when he or she tries to introduce a new concept to the remote or online class.

Even though many surveys have been carried out concerning this subject, none have successfully implemented these strategies (Maher & Prescott, 2017). Those that have implemented most of the strategies have done so at the expense of the teachers' health; hence, this project will not only implement these strategies, but it will also look for ways that allow the teachers to have some valuable rest so as to improve their health. When teachers are happy, they are able to teach well, thus improving the quality of remote teaching (Barton, 2020).

Chapter 3: Project Design

In this chapter, I intend to explain the strategies that can be adopted to improve the teaching quality of remote teaching. Teaching systems around the globe are facing a daunting challenge or task following the closure of schools in response to the Covid-19 protocols. This is mainly to curb the spread of the pandemic. These strategies will help the teachers and various educational stakeholders find alternative means to remotely deliver their lesson plans.

For example, feedback is regarded as one of the most fundamental skills in teaching (Mac et al., 2019). Through feedback, the teacher can gauge whether the student or students have understood what they are taught. According to Loton et al. (2020), there is no better way to provide or enhance feedback than allowing the students to have some level of control in what they are doing or being taught. Allowing the students to try new experiments out of curiosity will allow them to better understand what they are being taught. Learning out of enjoyment or curiosity helps align the teaching program with the desires of the students. By engaging the students or placing the students at center stage, the teacher can identify what interests his or her students have and focus on delivering the right learning materials. Allowing the students to explore different learning materials or have some control over what they are being taught can make them proactive. When students are proactive, they are able to identify or read some content prior to the actual teaching time; thus, improving effective interaction between students and teachers of remote teaching.

Secondly, physical teaching's major strength is that it encourages face-to-face interaction between the teacher and the student. Face-to-face interaction between the teachers and the students breeds confidence in the students and allows them to believe that the teacher is invested and interested personally in their academic well-being. This explains the difference in

performance outcome of students before the coronavirus pandemic and during the pandemic.

Remote teaching is sometimes isolating in nature, and the lack of teachers' faces may make it lonelier than it has already been to the students. According to Olivier et al. (2021), the best way to bridge this gap is by adopting a strategy that allows a teacher should show his or her face.

Teaching videos and sessions that show a teacher's face tend to be more effective and interactive than those that simply are narrated using slideshows. The learners should not feel as if they are always engaging or interacting with a machine or a computer. They should always see the face of the teacher or the instructor to build some level of trust. When students are able to trust their teachers, the quality of remote teaching will be improved because students will be interested in what the teacher is delivering (Mac Mahon et al., 2019).

Consequently, this project proposed the recording of teaching content as a strategy to improve remote teaching. According to Loton et al. (2020), the main advantage of remote teaching is that those students who do attend those classes due to various reasons may miss a lot. Some students may be sick or may be experiencing problems with their internet connections. Thus, if lecture content is streamed synchronously, these students tend to miss a lot. Therefore, adopting or recording teaching content allows the teacher to provide or offer those students who missed online classes to be at par with the rest of the class. In addition, lecture recording may also help students who are not native speakers of English who may need to go through a course material slowly to grasp the concepts.

Another very important consideration and design that this paper applied are the online academic subjects. For remote teaching to be a success, online content is supposed to be readily available. The teachers can prepare their online content in advance and ensure that all students can access it. Online content allows the students to read or be proactive, thus ensuring remote

teaching success. Moreover, online or academic content allows the teachers to know various areas that need improvement from their students' feedback (Mac Mahon et al., 2019). When students are proactive, they are able to identify or read some content prior to the actual teaching time; thus, improving effective interaction between students and teachers of remote teaching.

The digital maturity of various schools is increasingly becoming more significant within the education sector, especially during the coronavirus period due to the surge in the level of technology. The application or use of communication and information technology is no longer a secret or an individual enthusiasm in schools, but rather a global matter that has been implemented and planned according to state and local policies. The English commission has realized the significance of this particular concept and has used its initiatives and policies to encourage the making of remote teaching content to be mobile. Mobile learning and teaching can be beneficial to the learners or students because it allows them to access various course materials that are relevant and up-to-date from any place they might be and anytime they want to access them.

The adoption of these strategies will provide both the teachers and the students with the opportunities to perform what they are required to do efficiently. Through these strategies, Teachers will have the necessary resources that they need to effectively teach their students remotely. On the other hand, students will be involved in meaningful activities that would enhance and improve their performances.

Chapter 4: The Project

Remote teaching has become a complex but important task. Teaching and learning online is not online vital to the learners but also to the teachers as well. This particular workshop focuses on remote teaching, including the strategies that can be applied to improve remote teaching quality. The workshop is designed for the parents and teachers who are affiliated or attached to public educational institutions.

Teaching systems around the globe are facing a daunting challenge or task following the closure of schools in response to the Covid-19 protocols. This is mainly to curb the spread of the pandemic. Many schools have resorted to remote teaching to make sure that there is a progression of curriculum-based learning and teaching for all the students, but even this has its own share of challenges that need to be addressed. The aim of this particular workshop is to address these challenges and improve the quality of remote teaching, especially in public educational institutions.

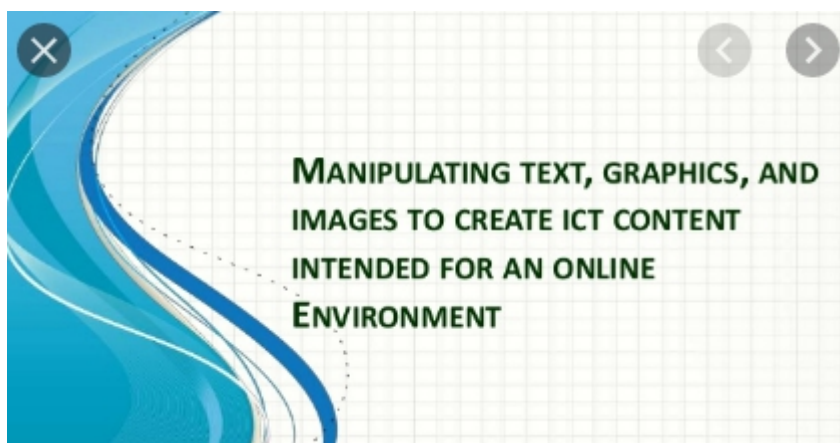
Consequently, fundamental or important concepts such as rethinking course design, asynchronous and synchronous instructions, assessment criteria, and the establishment of proper and effective digital communication are explored in this virtual workshop. In this case, the participants will establish a strong foundation for the implementation and design of an online or remote teaching experience. Remote teaching planning requires teachers to rethink or redesign many face-to-face activities that have been proven to be a success in the classroom environment. These activities may include assessment and feedback, collaboration, project, and learning design. But redesigning these activities is easier said than done. This workshop has been designed to help the teachers begin to know and rethink how to redesign students' experience remotely.

This workshop is delivered in three distinctive steps or stages: The initial stage focuses on developing the teacher's digital proficiency. The second step or stage is to help the teachers know how to design remote teaching and learning experience. The third and final stage is to help the teachers know and establish how they are supposed to unify their students' experiences.

First Stage

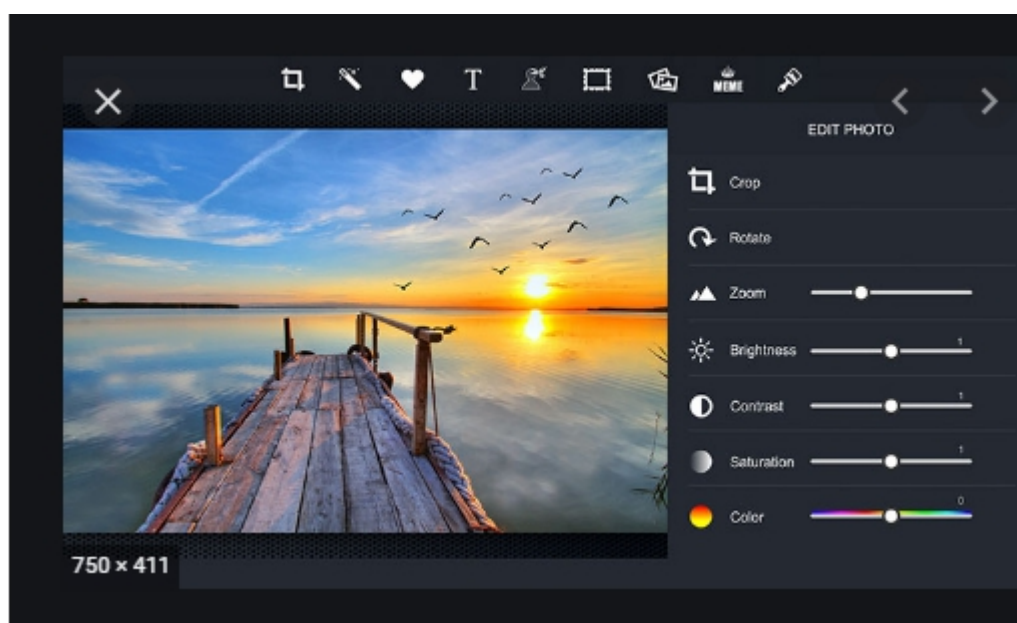
This initial stage begins with explaining to the teachers the importance of having the correct digital skills necessary for remote teaching. Developing these skills can empower or motivate the teachers to design a rich remote learning experience for their students.

Next, the teachers will be taught how to manipulate digital texts. An important environment for student experiences and digital assignments is usually a digital document or text. There are some core digital skills that can improve student experience but are not usually utilized. These skills can improve the students' experience in terms of navigation and interaction with hyperlinks and multimedia. Teaching the teachers how to manipulate these digital texts and documents will help them increase their proficiency and comfort in designing interactive digital documents.



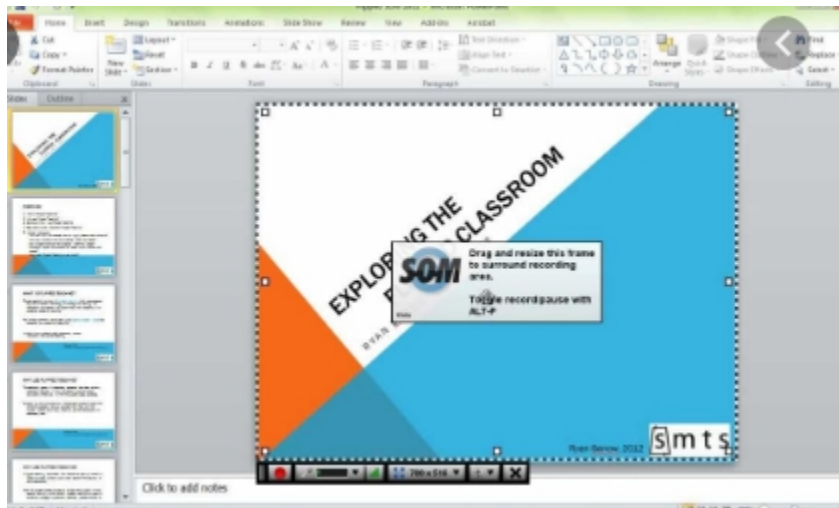
This figure explains how digital texts can be manipulated to improve student learning experience while improving the teacher's teaching experience.

After discussing how to manipulate the digital texts and documents, the teachers will then be taught about image editing and images. This session will take approximately one hour. The teachers will be taught how to find images from various sources on the web. They will also be taught some basic image manipulation and editing techniques. This session will assist the teachers in being comfortable with the use of digital images. This session will involve teaching the teachers how to incorporate visuals into the digital assignments, share and modify images, and edit digital images. Moreover, various web tools that enable the teachers to make and customize images will be discussed. The figure below shows the editing process.



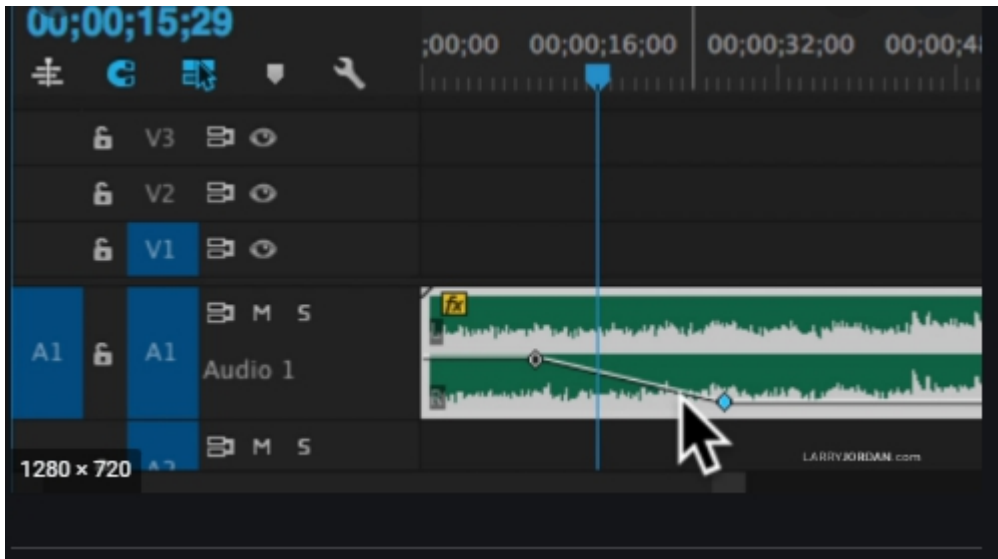
The next step will be the discussion on the screencast and video creation basics. This session will take approximately one hour, and it is designed for two main purposes. The first purpose is to offer the teachers the abilities and skills to properly use the existing teaching content in the form of a usually available video online. Organizing, embedding, sharing, and

linking will be discussed extensively. This session's second purpose is to teach the teachers how to create teaching video content through screen recording and screencasting. Screencasting allows the teachers to design video content on various devices that can be easily shared with the students.



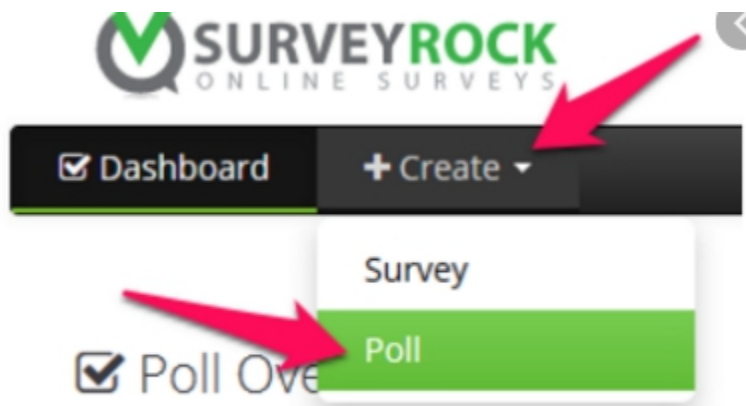
Creating a lecture video using a screencast

After screencasting, the teachers will be taught about audio basics. Audio sharing, creation, and editing is an essential component of remote teaching. This particular session helps the teachers know how to distribute, edit and create audio that they can use to connect with their students. The teachers will be taught how to create mp3 files and post those files to google Classroom or a class website. The teachers will also be taught how to create various podcasts.

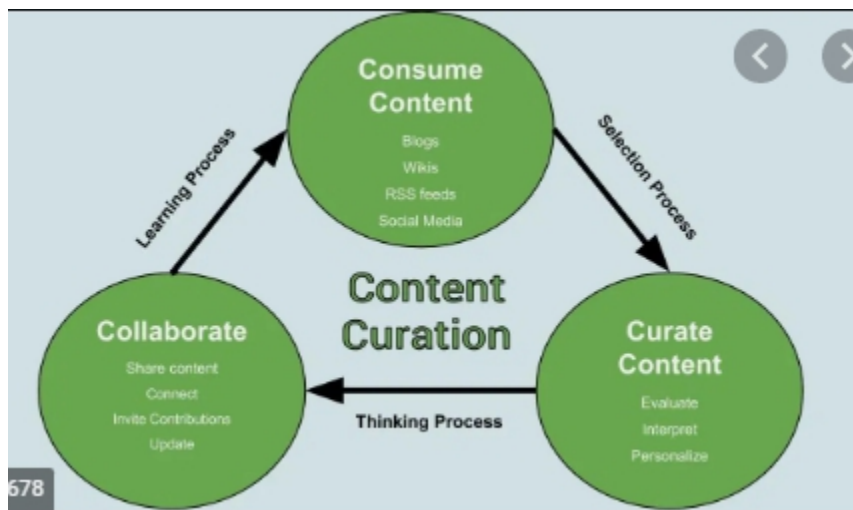


How to create pleasant audios for lecture notes

The next concept will be the discussion about online surveys and polls. One important strategy that can be used to improve the quality of remote teaching is the provision of feedback. Online surveys and polls offer teachers an opportunity or platform to receive feedback from their students. This workshop will discuss and teach the teachers or educators how to integrate, distribute, and create an online survey and poll tools in remote teaching experience. The figure below shows how online surveys and polls can be created using SurveyRock.



After the online surveys and polls, the discussion shifts to bookmarking and curating. Organizing and curating digital content are essential skills for a teacher to develop in a remote teaching environment. There is a lot of information online that might not entirely make sense; thus, organizing this content can be challenging. Therefore, this session will help the teachers leverage and understand multiple web tools and approaches that can be used to properly organize these digital resources.



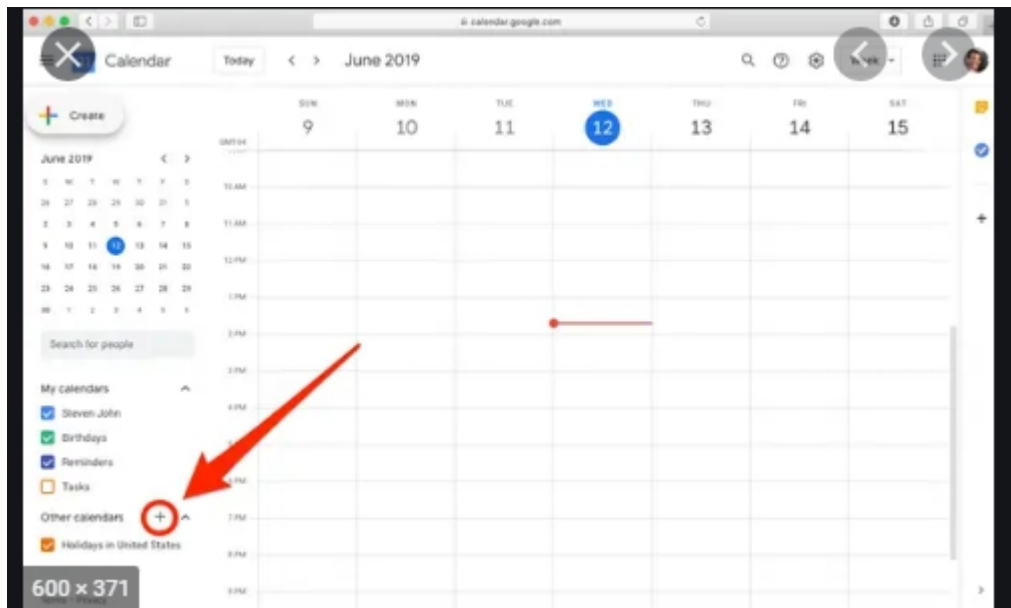
Next, the teachers will be taught the basics of the G Suite. G suite is one of the most powerful and efficient teaching and learning platforms that the students and teachers can connect, create and collaborate in a remote environment. This session will help the teachers on how to use the G suite platform and some of the features that can be used to improve their teaching experience and improve their teachers' learning experience.



Another important session focuses on Google classrooms. Teachers need a learning and teaching space where they can effectively manage and organize coursework remotely. This session will teach them how to leverage, maintain, and create google classrooms, which may assist them in engaging with their students well and streamline workflow.



The last session in this stage is the discussion about google calendar. Organizing meetings, events, and other check-in calls from the students can be effectively conducted using google calendar. This session will take approximately one hour, and it will explore some google calendar basics. These basics will include managing and setting up both collaborative and individual calendars. The teachers will understand how to invite collaborators, schedule meetings, attach files and create events using google



calendar.

Second Stage

The second stage of the workshop is comprised of designing digital experiences. When teachers have acquired a strong digital foundation, they are now able to design a digital teaching experience. Just like the first stage, this second stage also has various sessions. This stage is mainly meant to help the teachers design what they had learned in stage one. This stage provides the teachers with a firsthand experience on how those technologies that have been learned in stage one operates.

Third Stage

The final stage of this workshop examines the models of instruction or unifying the experience of the students. Rethinking or redesigning instruction models that foster inquiry, creativity, and problem-solving, independence, and student centered can be very important in a remote setting. The following are some of the models of instruction that teachers will be taught in this workshop to unify the experience of the students.

The first session focuses on project-based learning. Project-based learning is one of the most important classroom frameworks. This framework can be conducted efficiently when paired or integrated with collaborative platforms and G suite and google drive technologies. Through communication, collaboration and organization, the students can meaningfully and effectively participate in project-based learning. This includes an extensive and thorough session and explores various components of project-based learning and how to integrate those components with the relevant technology to assist the students present, collaborate, and organize their findings and results in a remote setting.



Project-based learning is represented using the figure above.

The next session after project-based learning is design thinking. Design thinking is a classroom framework for solving and identification of problems that foster innovation and creativity. This workshop session will explore and discuss how using an approach that focuses on design thinking can nurture and improve the culture of innovation. The teachers can leverage this approach to test, implement and identify new students' learning experiences. This is an interactive session, and all the participants will acquire hands-on experience in design thinking. The session also involves a discussion on how teachers can implement and integrate design thinking approaches or techniques into their respective curriculum. The symbol below is used to represent design thinking.



After the design thinking session, the teachers will be taught about deeper learning. Deeper learning schools and classrooms are built on academic knowledge. Deeper learning can help a student to apply his or her knowledge in a challenging and authentic way. This session teaches the teachers how they can encourage their students to iterate their ideas, develop meaningful questions and apply what they have been taught to solve real-world problems. The participants will learn about different competencies or components of deeper learning. Moreover,

the participants will also learn about districts and schools across the world that have been successful in fostering and creating deeper learning experiences and environments.



This figure represents deeper learning.

The final session of this stage looks at blended learning. This session explores and demonstrates the most appropriate approaches for integrating google classroom and G suite to create a helpful and powerful environment for blended learning. The teachers will be taught how to organize assignments, view the work of their students, offer their feedback, send announcements to their students, create lessons, create links, conduct polling and integrate video.



This figure represents blended learning.

In conclusion, the workshop gives the participants a few minutes for the final reflection. The participants are invited to express themselves and feel free to share what they have learned.

They are also free to give their opinions on what should be done to better improve the quality of remote teaching.

Chapter 5: Conclusions

The transition to remote teaching from the usual face-to-face teaching can sometimes be extremely challenging. Therefore, it is essential for various education stakeholders to closely examine several key strategies that could improve the quality of remote teaching. Some of these key strategies include: Allowing the students to take some level of control, showing students' faces during remote teaching, making remote teaching content mobile, measuring attendance using auto-checking, making efficient use of group communication. In addition, it is helpful if teachers record lecture content, give students specific instructions, set boundaries and schedule, utilize the available help and, finally, teachers should automate their teaching content. Shin and Hickey (2020) proposed that when implementing, developing and planning remote teaching programs, the following factors should be taken into consideration: curriculum, student support and training, intellectual property, staff support and training, and plans and visions. Bozkurt and Sharma (2020) further explained that if schools want to improve the quality of their remote learning and teaching programs, they must examine all the possible strategies and make viable changes that can lead to effective implementation of remote teaching programs.

What is regarded as a quality remote teaching program? According to Bozkurt and Sharma (2020), the following are some vital elements of a quality remote learning and teaching program: motivation, assistance, flexibility, reduced workload, assessment, usability, feedback, coordination or organization, pedagogy, and content. These are the benchmarks that are considered when determining whether a remote teaching program is of the right quality and pedigree. Furthermore, to improve the quality of remote teaching, the qualification of the teachers should also be one of the key benchmarks. The teachers taking part in remote teaching should at least understand their respective roles and duties, thus enabling them to adjust their

programs and attitudes to suit this particular role change. The teachers should also master techniques, methods, delivery strategies and designs for remote teaching courses. Apart from the role of the teachers, the respective institutions or schools should offer financial and technical support to facilitate remote teaching.

Moreover, as discussed above, it is essential to promote the interaction between a student and other students (Shin & Hickey, 2020). This interaction can ensure that the students can be better positioned to effectively understand what they are being taught. Successful implementation of quality remote teaching is not an easy task. It requires the collaboration of students, teachers, the community and even the administrators to ensure its success. The students should be properly prepared both mentally and physically to transition from face-to-face learning to remote learning. According to Bozkurt & Sharma (2020), this can be done by developing a reliable and valid pre-assessment process that can be used to determine their technical and education skills that would allow them to understand what they are being taught more effectively. The relevant stakeholders should also tell or explain to the learners about the uniqueness of remote teaching. Such explanations can help them to be mentally prepared to participate or learn in an online learning setup.

In addition to the various strategies that have been extensively discussed above, the relevant stakeholders such as the teachers and the administrators should also consider the most efficient and effective strategies that can allow the students to fully maximize and improve their remote learning experience. These strategies can help improve the students' general performance and may allow them to show or demonstrate their full potential. One recommendation that may be relevant to education stakeholders can apply to improve the quality of remote teaching is to reduce the size of the remote class. The major strength of remote strength lies in its ability to

receive feedback from the students. When the number of students is large, receiving and responding to those feedbacks might be a problem.

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